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ABSTRACT

This four-part literature review focuses on the role, duties, and responsibilities of the chief administrator of vocational education programs in community/junior colleges. After the introductory section presents a rationale for the paper, describes its organization, and operationally defines terms used in the paper, Part II places the study in context by tracing the origins of two-year college vocational education in the United States. Part III reviews the development of the director of vocational education's position, beginning with the foundation of vocational-technical education in the 1920's, examining the stabilization and adjustment of vocational-technical education in the 1960's, and assessing the status of this educational area in the 1970's. Part IV summarizes significant trends in the administration of vocational education in the community/junior college and identifies the general areas of responsibility of the chief vocational education administrator as curriculum, instruction, budget, planning, placement, governing policies, service, assessment and evaluation, and peer contact. The paper concludes that with the growth and firm establishment of vocational-technical education as an integral part of the community college, and the need for well-educated and experientially prepared individuals to administer these programs is of increasing importance. Job descriptions, a program title listing, and an organizational chart are appended. (AYC)

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ROLE, DUTIES, AND RESPONSIBILITIES OF THE CHIEF VOCATIONAL EDUCATION ADMINISTRATOR IN THE COMMUNITY COLLEGE

by

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PART I
INTRODUCTION

Rationale of Paper

The purpose of this descriptive-research summary paper is to provide the reader with an awareness and understanding of the role, duties, and responsibilities of the chief vocational administrator in the community-junior college. To accomplish this it is necessary to briefly trace the origination of vocational education in the two-year institution and to place the development of the director's position of occupational education in the community-junior college into a historical context.

Organization of the Paper

This report deals specifically with the role, duties, and responsibilities of the chief administrator of vocational education in the community-junior college. The structure of this descriptive-research summary paper will be to:

1. trace the origins of vocational education in the United States two-year institution (The Historical Base of Vocational Education in the Community College);
2. review the role, duties, and responsibilities of the cheif vocational administrator in a historical context of vocational-technical foundation (1920s), vocational-technical stabilization and adjustment (1960s), and vocational-technical current status (1970s) in the United States two-year institution (Role, Duties, and Responsibilities of the Chief Vocational Education Administrator in the Community College); and,

3. summarize significant trends in the administration of vocational education in the community-junior college and define the present duties of the chief administrator of vocational education programs in the community college (Summary of the Trends and the Present Duties of the Vocational Education Administration in the Community College).

Assumed Terminology

Any reference to a two-year institution or college, community college, junior college, or community-junior college refers specifically to a public or private two-year college offering a diversified curriculum including, at minimum, both transfer and terminal programs. Also, any reference to vocational, technical, or occupational education in two-year institutions refers to a career-oriented, terminal training program in the junior and community colleges of the United States. Finally, any reference to vocational, technical, or occupational administrator, chief administrator, dean or director refers to the chief governing official of vocational education at a community college.

PART II
THE HISTORICAL BASE OF VOCATIONAL EDUCATION IN THE COMMUNITY COLLEGE

Initial Development of Vocational Education in the Community College

From the initial development of two-year private institutions in the 1850s and the formulation of the concept of 'junior college' in the late 1890s to the Smith-Hughes Act of 1917, the idea of vocational-technical education has grown to become embedded as a major aspect of the philosophy and function of the community-junior college.

The Smith-Hughes Act provided federal funding to secondary schools for vocational programs. Since many secondary schools were the base from which two-year college vocational-technical programs were formed, the junior college benefited indirectly from the federal monies for secondary vocational training.

The founding of the American Association of Junior Colleges (i.e., today the American Association of Community and Junior Colleges) in 1920 further thrust the need for the development of vocational education in the two-year college into the public and governmental eye.

By 1920 around 200 junior colleges were in existence in the United States and the idea of 'terminal education' as a primary junior college function of developing job skills in the geographic area of service. Alexis Lange alludes to

the modern conception of occupational education in a 1917 article where he states:

> "The junior college cannot make preparation for the university its excuse for being. Its courses of instruction and training are to be culminal.rather than basal...The junior college will function adequately only if its first concern is with those who will go no farther, if it meets local needs efficiently, if it enables thousands and tens of thousands to round out their general education, if it turns an increasing number into vocations for which training has not hitherto been afforded by our school system."[1]

The Depression and World War II: Increasing Vocational Education Programs in the Community College

Widespread unemployment during the depression (1929-1937) facilitated the cause of vocational-technical education growth in the two-year institution, as the junior college 'beefed up' its occupational training programs in an attempt to assist in the preparation of the unemployed for careers--reeducating the masses for available professions. In many cases the entry of the junior college into the world of vocational training was an almost immediate and most natural event in the depression period. For example, James W. Thornton, Jr. refers to the Los Angeles Junior College, founded in 1929, which established fourteen "terminal semiprofessional curriculums" in the first year of operation.[2]

With the outbreak of World War II, the need to train women for work in the labor market for the manufacturing of military goods and to replace the war-occupied male labor force in the non-military, commercial industry was firmly established.[3]

Continued Growth, Prosperity, and Stabilization of Vocational Education in the Community College

During the mid1960s, community and junior colleges, throughout the United States, were established at an extremely quick pace and vocational programs in these two-year institutions also grew at a fast rate. At this time, the vocational-technical programs clearly became an essential ingredient of the modern, community college.

The 1960s served as a period of stabilization and adjustment for vocational education in the community college. Industry desired a training ground for additional and stand-by personnel. Federal and state governments were concerned with unemployment problems and rates of productivity. State offices of education desired to give high school graduates, not desiring traditional college education, assistance in achieving important skills for the job market. All of these areas supported vocational education as the postsecondary level. Their support was in terms of financial, directive, and philosophical efforts.

Miller and Gillie (1970) report "that as a result of the phenomenal growth of vocational and technical education, increased needs in the area of trained personnel must be provided. This is especially true in the postsecondary level" (of occupational education).[4] The growth of the field of vocational education in the two-year institutions necessitated many of the financial and philosophical supports from state and federal government referenced above.

In Illinois alone, the growth of the vocational programs found in the community college system continue to increase at a steady rate, while the number of local community college districts that are primarily dependent upon occupational education programs for state support (i.e., ICCB State Funding Formula per FTE hour generated by district and D.A.V.T.E. course categories) is quite large. This may, in part, be due to the higher reimbursement rates offered for vocational education courses. The wide diversity of the occupational education programs offered at the 51 community colleges in Illinois is significant of the present nation-wide trend in the community college to provide a comprehensive service to its community constitutency.[5]

PART III
ROLE, DUTIES, AND RESPONSIBILITIES OF THE CHIEF VOCATIONAL EDUCATION ADMINISTRATOR IN THE COMMUNITY COLLEGE

Administrator's Role During Vo-Tech Education Foundation (1920s) in the Community College

It may be generalized that--just as the secondary school was the primary resource for administrators and faculty of the junior college transfer programs in the infancy period of establishment--so it was with vocational-technical personnel for the two-year institution with the addition of industry instructors.

Smith (1927) conducted "a study of local directors or supervisors of vocational-technical education. Some functions identified were:

1. departmental promotion and publicity;
2. supervision of installation of new and replacement equipment;
3. filing of records and making reports;
4. recommendations, assignments and transfer of teachers; and,
5. cooperation with professional groups."[6]

The Smith study indicated the initial framework of responsibility for the position that would later be established as director/dean of vocational education in the community college. Further, the modern concept of industry advisory groups is identified specifically in Smith's study by the reference to "cooperation with professional groups."

Administrator's Role During Vo-Tech Education Stabilization and Adjustment (1960s) in the Community College

During the 1966 convention of the American Association

of Junior Colleges (i.e., today called the American Association of Community and Junior Colleges) in Washington D.C. with the theme of "Emphasis--Occupational Education in the Two-Year College," F. Parker Wilber addressed the issue of the role and duties of the director of occupational education. A major administrative problem is that the vocational faculty fear of decisionmaking due to a belief that a relationship exists with administrative planning of 'economy and efficiency.' If the faculty helps in the planning process by assisting the administrator in decisionmaking, their 'state-of-the art' input might become the cause of major budget cutbacks or even retrenchment. This attitude provides a hostile environment, Wilber claims, in which the vocational director must function utilizing both "leadership and executive types of ability. A list of such duties might include:

1. Selection and recommendation of professional staff, including teachers; the organization of professional pre-service and in-service training
2. Direction and supervision of the total technical program including curriculums for full-time and part-time students; also for adults undergoing training or retraining
3. Continuous production, evaluation, and revision of courses to meet rapid changes in the college program or for curriculums under consideration
4. Initiating community occupational surveys and studies to keep the program reflecting the employment changes and job standards
5. Working cooperatively with advisory groups in the interest of coordinating the college programs with the local community or regional area
6. Cultivating the financial assistance, community support, and public acceptance for the relatively larger costs of operating occupational programs
7. Conducting and encouraging close relationships between many types of interested community groups and leaders who should be informed and cooperating

8. Actively engaged in articulating the college occupational program with other divisions and beyond the college with feeder high schools and supporting districts

Other specific duties are required of the top administrator assigned to technical education, but these duties are more executive in character:

1. Determine and plan for purchases, installation, and maintenance of equipment and storage, control and distribution of consumable supplies
2. Prepare budgets and make equitable distribution of funds to the various programs and services
3. Develop and revise instructional materials for diverse programs
4. Set up regulations and procedures for the orderly placement of occupational graduates and their follow-up in employment.

The administration of technical education at the two-year college level entails problems of special complexity and difficulty. These administrators of technical education must frequently have a higher degree of managment ability than that needed for directing the relatively stable, pre-structured college transfer program."[7]

It is worthy to note that the distinction between traditional administrators and the administrator of vocational education has been made by Wilber as one "requiring a higher degree of management ability" for the technical program director. While this may have been a notation intended specifically for distinctions made in 1966, Vice Chancellor of the Dallas Community College District R. Jan LeCroy reiterates this same concept in a 1978 publication that identified common content areas of administrative duties at the two-year college level. LeCroy identifies the technical-occupational director's position as one requiring additional managerial skills, beyond those of the average community college administrator.[8]

Another difficulty identified with the vocational education administrator's position during the 1960s was a lack of recognition of the position as being on an 'equal plane' with the director of transfer education and other junior college program administrators. This created an atmosphere for the vocational director that made it difficult to represent the best interests of the occupational program. This attitude was summarized in the booklet of the American Vocational Association and redefined the vocational director's role as one of top-level policymaking.

> "If the local administrator of vocational education is subordinate to officials possessing little knowledge or understanding of vocations and only casual interest in this phase of education, it invariably tends to stifle a good program of occupational training and prevents it from achieving its maximum benefits to the community. To protect the vitality of vocational education, it is recommended that the directors occupy a position at the top policy forming administrative level."[9]

In his 1966 survey of vocational directors in two-year colleges throughout the United States, Marvin Fielding discovered that 81 percent of those responding held Master's degrees and 15 percent had the doctorate. Of the director's surveyed, 75 percent devoted full time to the administration of vocational education.[10]

The California community colleges of the late 1960s grouped the duties of the vocational director into the areas of curriculum, staff, and community relations. David Lien's survey of California two-year institution vocational directors revealed that the implementation of the multi-

faceted duties of the occupational director were impeded or complicated by time consumed in day-to-day running of the vocational program, the lack of an adequate staff, and the limited influence of the occupational director on overall college policy.[11]

Lien's research identified common areas of responsibility for vocational directors in four southern California junior colleges in 1968 (See Appendix A for complete listing of each southern California institution), as follows:

1. work with advisory committees;
2. developing appropriate curricula;
3. supervision of preparation of vocational proposals and follow-ups;
4. integration of activities with college curricula committee;
5. keeping up-to-date on local manpower needs through local employment and other agencies;
6. assisting in the selection of new occupational faculty; and,
7. participation in local apprenticeship programs.[12]

These responsibilities show a definite continuation of the school of thought which emulates a superiority of other institutional areas--particularly the transfer area--over occupational education and still demonstrating that vocational education was suspect in the junior college atmosphere. Transfer education was still given superiority and preferential position over vocational education and the occupational director was often an administrative level below that of the transfer dean. Further, there was very little, if any, guidance for the vocational administrator. Lien states, "There was very little guidance from superiors in terms of what the (vocational director's)

job should in fact REALLY be."[13]

Administrator's Role Today (1970s) in Vo-Tech Education in the Modern Community College

In a 1976 questionnaire study of primary persons with responsibility for occupational education on California community college campuses, the Consumnes River College of Sacramento surveyed both single-campus and multi-campus district vocational education administrators (response rate was 80% of those surveyed).

From multi-campus districts, the vocational education administrators identified the most significant responsibilities as follows:

1. service on the Administrative Staff Committee;
2. service on the Curriculum Committee;
3. preparation of funding and budget proposals;
4. implementation of required state agency occupational education policies;
5. supervision of work experience coordinator;
6. writing of special reports;
7. development of long-range occupational education planning; and,
8. participation in hiring of occupational education instructors, forming of advisory committees, formulating district plans for occupational education, and conducting community needs surveys.

From the single-campus districts, technical education directors identified many of the same responsibilities but prioritized them in a significantly different order, as follows:

1. service as a member of Regional and Adult Coordinating Council;
2. service on the Administrative Staff Committee;
3. formulating district plans for occupational education.
4. development of long-range occupational education planning;

5. preparation of funding and budget proposals;
6. supervision of work experience coorcinator;
7. implementation of required state agency occupational education policies; and,
8. service on the Curriculum Committee, filing of an annual report to the Chancellor's Office, and participation in the hiring of occupational education faculty.[14]

From examination of the various vocational administrators' prioritizings of the responsibilities of their respective positions in a multi-campus and a single-campus district, it is obvious that each of the positions--depending upon size and complexity of institution and curricula--require a slightly different emphasis on certain aspects and functions of administering the occupational program. For instance, single-campus directors rate participation in Regional Occupational Coordinating Council activities as a number one priority, while multi-campus administrators do not even rate such a responsibility. The reason for these variations is again likely to be found in the variance of physical campus size, enrollment, staff size, number of occupational programs offered, size of budget, etc.

Paul McQuay conducted a nation-wide survey of directors of vocational education in 1977 which sampled 282 directors from almost 1,000 community colleges. The title of either dean or director of vocational education accounted for 84 percent of the respondents and 33 percent of the directors held a doctorate, 60 percent held Master's degrees, and fewer than 7 percent held Bachelor's degrees or less formal education. A 1972 Illinois survey of vocational directors was consistent with McQuay's nation-wide results and identified 66.7 percent of vocational directors as holding Master's degrees and

33.3 percent held a doctorate. Of the occupational deans responding to McQuay's survey, nearly 80 percent devoted full time to administrative duties, while just less than 20 percent had at least some teaching duties connected with the position.[15]

The nation-wide study identified the duties viewed by vocational directors as the most important, in terms of their responsibilities as:

1. initiation of occupational programs;
2. evaluation of overall occupaticnal education programs;
3. administration of occupational education instruction;
4. employment of professional occupational staff in the form of a recommendation to President or Board of Trustees.
5. preparation of a budget of occupational education; and,
6. in-service occupational staff development.[16]

Addressing the issue of the extent or dimension of responsibility afforded the director of vocational-technical education, there was a trend noted to place many occupational program administrators on a level at least equal to persons responsible for the direction of other programs (i.e., transfer programs, adult-continuing education programs, student services, etc.). While the administrator of occupational education may, and usually does, continue to report to an academic dean or dean of instruction, deans of the other college programs now tend to be ranked on an equal basis with the vocational director.[17]

Without question the most current and comprehensive attempt to organize the various duties and responsibilities

of the vocational education administrator in the community college was completed in 1976 by Stephen M. Sheldon, Margaret E. Quinn and William Morris in the California community college system for the U.S. Office of Education. This study organized the responsibilities of the director of occupational education into seven main areas and then specified duties under each of the seven areas. While many of the specific duties must be adapted to fit different states, the basic design of duties is both detailed and representative of the current stature of the position.

The roles and responsibilities of the chief vocational-technical education administrator in the community college are outlined in detail by Sheldon, Quinn, and Morris below:

"1. Philosophical Base

A. Believe occupational education is just as important, valid, and needed as academic education; demonstrate the vision and capacity to base actions on and transmit to others this philosophical base.
B. See that one does not have 'tunnel vision' only for occupational education and can see the total picture, including how occupational education fits in with other programs and objectives.
C. Willingly discuss problems openly and candidly and fight aggressively on behalf of occupational education, so staff and students feel they have a strong advocate for their particular problems.

2. Practical Background, Current Awareness

A. Insure consistency of administrative decisions with district or statewide occupational education policies and provide administrative direction for occupational education policy development.
B. Understand the full scope of the California State Plan for Vocational Education.
C. Show awareness of current, pending, and projected legislation and rules which help or hinder effective occupational education, and have personal

acquaintance or contact with officials with whom local institutions must deal in funding, validating, supporting and assessing programs.

D. Determine state and regional offices and personnel that support occupational education.

E. Keep superiors and related administrative services informed of occupational education changes on the federal, state, local, and intercollegiate levels; represent occupational education administrative views to the faculty, and vice versa.

F. Be actively involved, cooperate, and participate effectively in statewide and regional occupational education organizations and programs.

G. Visit and obtain information from other agencies involved in occupational education and keep abreast of parallel programs, their strengths and limitations, as well as curricula changes.

H. Show a broad acquaintance with competing agencies, such as ROP, adult schools, private trade schools, etc.

I. Remain aware of changes in public attitudes toward occupational education and stay abreast of changing needs through surveys, assessments, manpower management information, advisory committees, and unions.

J. Coordinate intra-departmental and inter-campus activities and responsibilities, be effective in relating occupational education activities to other areas of the college.

3. Budgeting Skills

A. Understand accounting and reporting procedures in detail for VEA and federal agencies, as well as VEA reports, claims, forms, constraints, and requests; develop grant proposals to tap same.

B. Use knowledge of funding sources, procedures, constraints, and formulas used for allocating federal or local tax funds.

C. Understand financial aspects of grants, including funding sources, applying, budgeting, monitoring, accounting, reporting, and claiming.

D. Articulate needs and willingly fight the 'holy war' for resources from internal and external agencies for occupational education, in terms of budget, staff, scheduling, class size, teaching loads, facilities, aides, etc.

4. Reporting Skills

A. Write plans and applications for occupational

education projects and anticipate the multitude of reports for occupational education.

B. Understand COPES and its value to occupational education.

C. Show knowledge of local and state forms and requirements for new occupational education programs and course changes.

5. Assessment and Evaluation Skills

A. Relate and 'talk the language' of work-oriented community, including employers and supervisory on-line people, to enhance cooperation with occupational education staff and students.

B. Initiate and coordinate evaluation of occupational education programs and make recommendations for change to keep programs consistent with overall objectives and requirements of accrediting and licensing institutions.

C. Show knowledge that the key successes criterion of vocational programs is successful placement.

D. Ascertain that all occupational education teachers have the necessary occupational experience, state certificates, or credential requirements and employee qualifications to meet the State Plan requirements under VEA or laws pertaining thereto.

D. Recommend or approve occupational education staff promotions, retentions, demotions, or dismissals.

6. Placement, Planning, Policy, and Curriculum Development

A. Use USOE and CID codes.

B. Formulate and recommend to the board new or revised policies and procedures, as well as report accurately, in a timely fashion, on the status and trends in occupational education.

C. Keep abreast of national and local socioeconomic and educational activities and evaluate their implications for occupational education programs.

D. Prepare comprhensive long-range, intermediate and detailed short-range occupational education operating plans for the college.

E. Exhibit a willingness to listen, respond, and work with a lay board and with external constituencies (business, indistry, labor) even when they are critical of the college and/or programs; improve old or organize new programs, as advised, keeping in mind student and employer needs.

F. Promote liaison and rapport with local and regional planning groups concerned with human resource development.

G. Develop or maintain broad contacts in business and industrial communities, in order to have data for program revision, deletion, addition; for cooperative education placements; for potential facilities and development.
H. Understand the relationship between occupations training and the work world; i.e., general character of national and local labor market conditions (realizing that students may be very mobile and carry training to other locales) and DOT classification systems.
I. Analyze existing and emerging long- and short-range manpower data, job needs studies, and employment projections to substantiate program planning and meet training needs.
J. Utilize professional groups and organizations representing industrial employers and employees, such as Health Manpower, Farm Bureau, government agencies, the California Manpower Information System, etc.
K. Disseminate information on the extent of job opportunities resulting from the department's programs and make such information available for career selection.
L. Develop curriculum which meets the institutional criteria, yet provides needed and realistic employment skills within a reasonable time.
M. Determine when new programs should be instituted and eliminate weak courses, even though they have been tuaght for years, or remediate to get back on course.
N. See that occupational education programs are practically oriented, rather than highly theoretical, and have a sense of program so that both old and new occupational offerings have some theoretical coherence.
O. Perform as an effective, permanent member of a college or district curriculum committee.
P. Understand occupational education's unique scheduling problems, work loads (long labs), class size, and equipment requirements (not necessarily technical, but quantity and quality).
Q. Defend occupational education programs which may be expensive, require small classes from a safety viewpoint, produce relatively few contact hours, incur uniquely increasing costs and large capital outlays for replacement, and understand that their value cannot be judged by their high cost per student.
R. Exhibit awareness of facilities, equipment, manpower, and supply needs for an occupational education program; exhibit management skills needed to prepare an annual inventory, and

provide adequate and properly maintained equipment and supplies to instructors.

7. Community Interaction

   A. Organize, utilize, and work with competent advisory committees for each occupational program in order to insure their active involvement, dedication, and support.
   B. Show an interest in and awareness of community resources for staffing advisory committees, developing work experience programs, etc.
   C. Interpret the programs of the college to the community and educate the lay public about the type of occupational education programs available, through comfortable interfacing with different community segments, to assure maximum publicity.
   D. Deal with community members who apply pressure to have favorite programs started, continued, and heavily supported to the detriment of other programs; make decisions based on job opportunities in the community.
   E. Recognize the need for and implement articulation of occupational education programs with secondary schools, four-year colleges, and business and industrial communities.
   F. Understand the effect of the local economy as it relates to employment trends."[18]

While all of the duties and responsibilities outlined above seem extremely specific and realistically impossible for any one administrator, they provide an accurate index of the experience, education, and multi-dimensional flexibility involved in the administration of a vocational education program in two-year institutions.

In Illinois, for example, vocational education directors must not only deal with the Illinois Community College Board, but also with the Division of Adult Vocational-Technical Education of the Illinois Office of Education. The D.A.V.T.E. organizes groups with a variety of expertise in vocational education which, in turn, visit various community college districts and evaluate the college vocational education programs. This

state-wide evaluation of community college occupational programs includes a three phase approach, as follows:

1. development of a local plan (one and five year);
2. approval of the local plan (by the Division of Adult Vocational-Technical Education in the Illinois Office of Education); and,
3. on-site visitation (by a D.A.V.T.E. appointed group of experts in various areas of the community college).[19]

The on-site visitation by the D.A.V.T.E. team centers around the evaluation of the six program components of importance in the total occupational education program, which are:

1. planning and evaluation of each occupational program as well as they overal vocational education program for the college;
2. occupational programs, specifically, the availability of certain occupational programs that may be identified as important ingredients of the community for training new personnel for industry;
3. student services, including support services that help the vocational student to succeed in the occupational programs of the college;
4. personnel, specifically, the qualifications of instructors and occupational education staff and their competence in the subject area they are teaching;
5. program management, including management of the total occupational program and its various components; and,
6. community resources, specifically, their utilization within the vocational education program of the college.[20]

The smaller a community college, in terms of enrollment and staff, the more comprehensive the duties of the chief administrator of vocational education are likely to be. The larger the community college or the district, in terms of a multi-campus district, the more the duties are likely to be shared amongst several administrative officials with the vocational director becoming a position of supervision of subordinate administrators.

PART IV
SUMMARY OF TRENDS AND THE PRESENT ROLE, DUTIES, AND RESPONSIBILITIES OF THE CHIEF VOCATIONAL EDUCATION ADMINISTRATOR IN THE COMMUNITY COLLEGE

Trends in Vocational Education Administration in the Community College

During the period referred to as 'Vo-Tech Foundation,' the director of vocational education was a part of a very small staff--if any it all--and served the very specific functions of: 1) publicity, 2) overseer of equipment, 3) records and report preparation, 4) teacher evaluation and assignment, and 5) contact with "professional groups."[21] The latter function is very similar to the vocational director's duty today of coordinating advisory committees from industry.

Throughout the period referred to as 'Vo-Tech Stabilization and Adjustment,' the administrator of vocational education served as a planner and developer, defender of the technical-terminal approach to education, messanger to the community and industry, and was grossly understaffed in a period of great occupational education program enrollment increase.

The 1960s were a period in which many community colleges were developing new vocational programs at a very fast pace to keep up with increasing demands for this type of education and the vocational director had to organize, structure, and guarantee sufficient planning, prior to the initial operation of these programs.

Traditional academicians were not yet sold on occupational education as a part of higher education, even though it was offered, primarily, at the level of the two-year college. Thus, the occupational education director had the difficult task of 'selling fellow administrators and college faculty' on the value of vocational-technical education.

The position was further compounded by not being placed on an equal status with the transfer program director. This encouraged the attitude that 'vocational education was of secondary importance and that its students were stupid.' It was often referred to as 'second rate' education. This arrogant attitude of many academicians may be noted in the limited responsibilities granted the vocational education director and described in a 1968 study of California community colleges. Specified duties of the vocational education administrator included the following:

1. working with advisory committees;
2. developing appropriate curricula;
3. supervision of preparation of vocational proposals and follow-ups;
4. integration of activities with college curricula committee;
5. keeping up-to-date on local manpower needs through local employment and other agencies;
6. assisting in the selection of new occupational faculty; and,
7. participation in local apprenticeship programs.[22]

While industry was supportive and did come to the college requesting specific occupational-training programs and personnel, the vocational education director had to be in consistent contact with industry to 'keep-up-to-date' with a quickly

changing technology and its needs--to place students.

Finally, this period of the 1960s provided a great deal of stress for the director of vocational education, since--in many situations--the chief administrator had little time to assist or direct him/her. The occupational education administrator had little staff and additional resources with which to keep pace with the quickly increasing demand for vocational-technical education programs. The director had to be an extremely flexible, knowledgeable, and versatile individual at a time when many junior college vocational programs were just being established. Little guidance from superiors, couple with a very heavy workload, made administering a vocational program a difficult task for one individual.

As vocational education entered the 1970s and the modern concept of the community college as a comprehensive, service-oriented institution was firmly established, the occupational director was an increasingly important individual. The director of vocational education become involved in top-level administration of the school with equal status to most other college officials (i.e., transfer director, continuing education director, etc.). While the position of vocational education director became more specialized in duties and responsibilities, training programs in graduate institutions were developed, vocational education staff size increased, and more resource persons and information sources became available. Thus, the chief vocational-technical education administrator's

duties became somewhat easier to deal with.

The educational background of the director of vocational education, in terms of level of degree, remained relatively consistent in both the 1960s and 1970s. Individuals in the chief vocational administrative post held mostly Master's degrees (approximately 60 percent), while few had the doctorate (around 30 percent), and the remaining directors had a Bachelor's degree or less education. Most occupational education directors (about 80 percent) spent all of their time administering the vocational-technical education program, while some of them (around 20 percent) had limited teaching duties in conjunction with their vocational administrative tasks.[23] This, again, was true for both the 1960s and 1970s in vocational-technical education within the community college.

Present Role, Duties, and Responsibilities of the Chief Vocational Education Administrator in the Community College

Rather than attempting to provide any specific listing of duties and responsibilities, since each two-year institution will require different and somewhat unique roles from the vocational education director, a listing of the general areas of responsibility will prove helpful to understanding the present status of the position. They are as follows:

1. curriculum;
2. instruction;
3. budget;
4. planning;
5. placement;
6. governing policies;

7. service;
8. assessment and evaluation;
9. industry advisory groups/committees; and,
10. peer contact (local, state-wide, and nation-wide).

Concluding Statement

With all of the growth and the firm establishment of vocational-technical education as a integral part of the community college, the necessity of well-educated, experientially-prepared individuals to administer these occupational programs is of increasing importance. In fact, the continued growth and prosperity of vocational-technical education in the public, two-year institutions depends upon it.

Today the role of the vocational education director is not only one of leadership, but also one of management. To a great extent, the degree of the director's management ability will determine the success of occupational programs under his/her supervision.

With the increasing student enrollment, diversity of program offerings demanded, and the funding cutbacks noted recently, the vocational-technical education program in the community college involves an always greater complexity and demands a great deal of flexibility, versatility, knowledge, and past experience on the part of its chief administrator.

The role, duties, and responsibilities of the director of vocational-technical education in the modern community college must be constantly scrutinized to insure their compatibility with both the 'state-of-the-industry,'

its needs, and public demands.

NOTES

[1]Alexis F. Lange, "The Junior College as an Integral Part of the Public School System," School Review, 25 (1917), p. 468.

[2]James W. Thornton Jr., The Community Junior College (New York: John Wiley & Sons, 1972), p. 53.

[3]See, for example, materials in: Thornton, pp. 52-55 and Mary Lou Zoglin, Power and Politics in the Community College (Palm Springs, California: L.T.C., 1976), pp. 3-11.

[4]Paul L. McQuay, "Who is Charged With Occupational Education in Public Community Colleges?" A paper presented at the Pennsylvania Vocational Education Conference, 1977 (ED 148 448), p. 5.

[5]See, for example: Interview by telephone with Illinois Community College Board-Enrollment Division 6 Jan 1980 (Slow but significant and consistent enrollment increases have been registered by Illinois community college occupational education programs.); Examination of various Illinois community college catalogs (i.e., Illinois Eastern Community College catalogs, Shawnee College catalog, etc.) revealing the majority of programs are occupational education in nature; and, Occupational Programs in Illinois Community Colleges (Springfield: Illinois Community College Board, 1978).

[6]McQuay, p. 5.

[7]F. Parker Wilber, "Occupational Education and Administration," American Association of Junior Colleges Conference: "Emphasis -- Occupational Education in the Two-Year College," 1966 (ED 014 294), pp. 23-24.

[8]See, for example: Donald T. Rippey and R. Jan LeCroy, "Training for Administrative Leadership," Community College Frontiers, 6, No. 4 (1978), pp. 46-47 and Wilber, p. 24.

[9]David A. Lien, "The Role of the Administrator of Vocational Education in the Single Campus Junior College District," Seminar Paper, 1968 (ED 031 216), pp. 2-3. Quotation from the 1968 American Vocational Association's "Administration of Vocational Education at State and Local Levels."

[10]Lien, p. 5. Primary reference is from: Marvin R. Fielding, "Directors of Vocational-Technical Education in Public Junior Colleges of the U.S.," Diss. University of Missouri 1966.

[11]Lien, pp. 6-7.

[12]Lien, p. 11.

[13]Lien, p. 12.

[14]Consumnes River College of Sacramento, "Occupational Education Administrators' Duties/Responsibilities Survey," 1966 (ED 138 317), pp. 3-4.

[15]See: George W. Forgey, "Survey Study of Selected Illinois Vocational Education Personnel: Qualifications, Needs, Trends, and Implications," Illinois State Advisory Council on Vocational Education, 1972 (ED 079 524), p. 7 and McQuay, pp. 8-10.

[16]McQuay, pp. 13-15.

[17]McQuay, p. 25.

[18]Stephen M. Sheldon, Margaret E. Quinn, and William Morris, "Organization for Direction and Coordination of Occupational Education," U.S. Office of Education, 1976 (ED 132 995), pp. 17-22.

[19]Illinois Office of Education-Division of Adult Vocational-Technical Education, Three Phase System for Statewide Evaluation of Occupational Education Programs (Springfield: Illinois Office of Education, 1977), p. 1.

[20]Illinois Office of Education, p. 2.

[21]McQuay, p. 5.

[22]Lien, p. 11.

[23]See: Forgey, p. 7, Lien, p. 5, and McQuay, pp. 8-10.

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APPENDIX A

FOUR 1968 CALIFORNIA JUNIOR COLLEGE VOCATIONAL EDUCATION ADMINISTRATOR JOB DESCRIPTIONS

Source: Lien, David A. "The Role of the Administrator of Vocational Education in the Single College Junior College District." Seminar Paper, 1968 (ED 031 216).

MAJOR DUTIES AND RESPONSIBILITIES OF

DEAN OF VOCATIONAL AND TECHNICAL EDUCATION

a. Assume overall direction and coordination of vocational and technical education programs.

b. Stimulate, organize and develop vocational and technical programs in response to educational and community needs in cooperation with Deans and Department Chairmen.

c. Provide leadership in the development of long-range district master planning for vocational-technical education.

d. Serve as the Technical-Vocational representative on the College Curriculum committee.

e. Be responsible for the preparation of necessary reports in connection with state and federal projects and reimbursements.

f. Assume responsibility, in collaboration with department deans and chairmen, for the initiation, review and preparation of applications and reports for state and federal project proposals.

g. Provide leadership and generate continuous study of courses, teaching methods, and content in order to carry on a continuing program of improvement of vocational curricula.

h. Stimulate the generation of new ideas for the expansion, modernization, and development of new vocational programs, and design appropriate funding projects.

i. Maintain liaison with the State Department of Education and appropriate federal offices, and prepare and submit all necessary reports and correspondence pertaining to vocational-technical education to those agencies.

j. Assist in the development of community and industrial contacts on behalf of the vocational and technical education programs.

k. Conduct research on the determination of skill and technical requirements, changes in technology, and requirements for job placement that may affect instructional programs in cooperation with department chairmen and deans.

l. Serve as advisor in curriculum and program matters to all vocational departments and assist in the development of course materials and instructional guides.

m. Assist in the preparation of brochures and other public relations materials.

n. Conduct and prepare educational surveys as required by vocational and technical areas.

o. Participate in statewide vocational education planning with state and federal agencies.

p. Assist with the organization and functioning of advisory committees in relation to new and current vocational and technical programs.

q. Serve as an ex-officio member of all occupational advisory committees including EAC, JAC and TAC committees.

r. Supervise manpower development and training programs, including preparation of proposals and training plans, preparation of reports and liaison with state and federal offices.

s. Help coordinate the functions and activities of the several departments engaged in vocational and occupational-preparatory programs and stimulate interdepartmental cooperative efforts.

t. Perform any other duties as may be delegated by the Vice President, Instruction.

COORDINATOR OF INDUSTRIAL AND TECHNICAL EDUCATION

The duties and responsibilities of the Coordinator of Industrial and Technical Education are determined by a mutual agreement between the Bureau of Industrial Education, California State Department of Education, and the Administration and Board of Trustees of the College. The general plans and policies for duties and responsibilities are outlined in the Interim California Plan for V cational Education, section 1.52.2, revised 1967, and approved by the California State Department of Education and the U.S. Office of Education. Other duties and responsibilities may be determined by the College administration in order to strengthen or improve the program according to local needs.

a. To assist the College staff in the promotion and development of an adequate program of technical and industrial training opportunities for the people of the community.

b. To cooperate with local and area agencies or groups who are interested or concerned with he development of training opportunities in technical and industrial occupations. These groups or agencies include high schools, industrial plants, employment departments, independent shop owners, federal, state, and city departments, labor groups, and lay groups.

c. To make full use of representative advisory committees in special areas where assistance is needed toward maintaining and developing a sound curriculum of technical and industrial education.

d. To seek and make full use of research and studies in the areas of technical and industrial education with a view towards proper integration in the total educational program.

e. To keep records and submit reports to the Administration of the College and to the Bureau of Industrial Education, California State Department of Education, in the specific areas of.

(1) Number of classes
(2) Kinds of classes
(3) Enrollments
(4) Salaries paid
(5) Equipment purchases
(6) Number and kinds of meetings attended
(7) Significant accomplishments
(8) Total cost of the program being reimbursed

f. To submit records and reports on all advisory committee meetings.

g. To submit, in cooperation with the Placement Office, all names and job placements which are a result of training in the technical and industrial program.

h. To provide training facilities and coordination with any apprenticeship committee approved by the College in cooperation with the State Apprenticeship Council.

i. To assist faculty members approved for the department in meeting certification requirements of the Vocational Division of the University of California, in cooperation with the State Department of Education.

j. To submit to the Bureau of Industrial Education all new courses and course outlines, or revisions and modifications of existing courses and outlines, which have been approved by the College Curriculum Committee and approved by the Administration.

RESPONSIBILITIES OF THE COORDINATOR OF VOCATIONAL EDUCATION

The Coordinator of Vocational Education is directly responsible to the Dean of Instruction for the execution of those duties assigned by her.

Curriculum duties and functions

(1) Assist in curricula planning, coordination, supervision, and evaluation in the following technical and occupational areas:

Automotive Technology	Graphic Arts
Business	Nursery School
Cosmetology	Nursing
Electronics	Police Science

(2) Assist the Dean of Extended Day, as needed, in curriculum planning, coordinating, supervising and evaluation of occupational and technical programs.

(3) Assist in the development and expansion of occupational-technical programs currently under study:

Chemistry Laboratory Technician	Mobile Housing Program
Dental Technician Program	Library Technician Program
Industrial Management	Nursery School
Motel and Restaurant Management	Recreational Leadership

(4) Be cognizant of new occupational-technical programs applicable to college and direct these programs to appropriate divisions for study.

Federal Project Assignments

(1) Prepare all occupational-technical, V.E.A., N.D.E.A.-Title VIII, Smith Hughes, George Barden, progjects and any other federal occupational projects and keep a complete file of materials as well as advising appropriate personnel of the action on various projects. Do the preparation and follow-up reports on projects.

(2) Work with division chairmen on anticipated requests for probable budget items. Help relate and follow up these requests with the Dean of Instruction, Administrative Dean, and Business Office.

(3) Work with State Board of Education staff in preparing financial, statistical, and descriptive reports and attend meetings and conferences called by the State Board of Education staff as they are applicable to the college.

(4) Help develop the curriculum and coordinate and supervise all new federal programs related to occupational-technical education.

General Community Functions

(1) Consult with local advisory committees along with designated division chairman and faculty in the study, development, and evaluation of areas of occupational-technical education.

(2) Publicize and represent the college in occupational-technical areas.

(3) Consult with the State Department of Employment in determining present and future manpower shortages.

College assignments

(1) Prepare yearly reports on occupational-technical areas under his supervision and assist the Dean of Instruction with periodic reports to the faculty on instruction in the occupational-technical areas.

(2) Read, review, and disseminate to the occupational-technical faculty research materials in their fields.

(3) Participate in curricula meetings with secondary schools and the county office to correlate the occupational course offerings within the college curriculum.

(4) Assist with follow-up studies of vocational-technical students.

(5) Help with the coordination of placement of students from the occupational-technical areas.

(6) Serve as a member of the interviewing team for new occupational-technical faculty members.

(7) Serve on the curriculum, screening, library committee, and other committees as assigned.

(8) Assist in filling out approved research studies and questionnaires in occupational-technical curricula which are directed to the college.

(9) Keep the Dean of Instruction informed on matters coming under the Coordinator's supervision.

(10) Complete any additinal duties as assigned by the President of the College.

(11) Maintain office hours.

Duties and Responsibilities of the Dean of Technical Arts

1. Assist the Dean of Instruction as needed and exercise administrative responsibility for the divisions within the Technical Arts.
2. Assume leadership responsibility for the developmentof curricula in the Technical Arts.
3. Develop and utilize lay advisory committees in relation to the technical and vocational fields.
4. Recommend appropriate facilities, equipment, and staffing for the technical arts.
5. Serve on the Curriculum Committee.
6. Exercise immediate supervision over the Division Chairmen in the Technical Arts.
7. Work with teachers in improvement of teaching and evaluate classroom performance.
8. Keep aware of community employment trends as they relate to technical-vocational education and recommend curricula revision as desirable.
9. Prepare proposed schedule of classes for the Technical Arts Division and recommend the assignment of teachers.
10. Prepare copy for the appropriate sections of the College catalog.
11. Supervise the preparation of required reports for vocational education prpgrams.
12. Assume full administrative responsibility for all aspects of the College during the evening hours as assigned.
13. Assist with the organization of the Summer Session.
14. Assist in counseling and registering evening and summer students.
15. Maintain a listing and arrange for substitute instructors.

ILLINOIS STATE BOARD OF EDUCATION

Approved Vocational Program Listing

Office of Education Code No.	Vocational Program Titles	October 15, 1980 Funding Priority
01.0100	Agricultural Production	C
01.0101	Animal Science	C
01.0102	Plant Science	C
01.0200	Agricultural Supply and Service	B
01.0201	Agricultural Chemicals	B
01.0300	Agricultural Mechanics	B
01.0400	Agricultural Products	C
01.0500	Ornamental Horticulture	B
01.0501	Aboriculture	D
01.0502	Floriculture	D
01.0503	Greenhouse Operations and Management	B
01.0504	Landscaping	B
01.0505	Nursery Operation and Management	B
01.0506	Turf Management	B
01.0600	Agricultural Resources	B
01.0603	Soil Conservationist	D
01.0605	Water Conservationist	B
01.0700	Forestry	C
01.0703	Logging	D
01.9902	Agricultural Cooperative Education	A
04.0100	Advertising Services	C
04.0200	Apparel and Accessories	B
04.0300	Automotive Sales	C
04.0400	Finance and Credit	C
04.0500	Floristry	C
04.0600	Food Distribution	C
04.0700	Food Services	C
04.0800	General Merchandise	C
04.0900	Hardware, Building Materials	C
04.1000	Home Furnishings	C
04.1100	Hotel and Lodging Services	C
04.1200	Industrial Marketing	C
04.1300	Insurance	C
04.1400	International Trades	C
04.1500	Personal Services	D
04.1600	Petroleum	C
04.1700	Real Estate	C
04.1800	Recreation and Tourism Services	C
04.1900	Transportation	C
04.2000	Retail Trade	C
04.3100	Wholesale Trade	C
04.9901	Small Business Management	C
04.9902	Marketing Cooperative (D. E.)	A

Office of Education Code No.	Vocational Program Titles	Funding Priority
07.0101	Dental Assisting	A
07.0102	Dental Hygiene	A
07.0103	Dental Laboratory Technology	A
07.0201	Cytology	B
07.0202	Histology	B
07.0203	Medical Laboratory Assisting	A
07.0204	Hematology	B
07.0301	Nursing (Associate Degree)	A
07.0302	Practical Nursing	A
07.0303	Nurse Aide	B
07.0304	Psychiatric Aide	B
07.0305	Surgical Technician (Operation Room Technology)	A
07.0306	Obstetrical Technician	C
07.0307	Home Health Aide	B
07.0308	School Health Aide	C
07.0400	Rehabilitation Aide	A
07.0401	Occupational Therapy Aide	A
07.0402	Physical Therapy Aide	A
07.0403	Prosthetics	B
07.0404	Orthotics	B
07.0405	Therapeutic Recreation Technician	B
07.0500	Radiologic Aide	A
07.0501	Radiologic Technology (X-Ray)	A
07.0502	Radiation Therapy Assisting	A
07.0503	Nuclear Medical Technology	A
07.0601	Ophthalmic Dispensing	B
07.0602	Orthoptics	B
07.0603	Optometrist Assisting	B
07.0701	Environmental Health Assisting	B
07.0702	Radiological Health Technology	A
07.0703	Sanitarian Assisting	B
07.0800	Mental Health Technology	B
07.0801	Mental Health Assisting	B
07.0802	Mental Retardation Aide	C
07.0900	Health Care Aide	B
07.0901	Electroencephalograph Technology	A
07.0902	Electrocardiograph Technology	A
07.0903	Inhalation Therapy	A
07.0904	Medical Assisting	B
07.0905	Central Supply Technology	C
07.0906	Health Aide	C
07.0907	Medical Emergency Technology	B
07.0908	Food Service Health Supervision	C
07.0909	Mortuary Science	D
07.0910	Pharmacy Aide	C
07.0911	Therapeutic Recreation Aide	B
07.0912	Geriatric Aide	B
07.0913	Medical Records	B
07.0914	Hospital Ward Clerk	B
07.0915	Pediatric Aide	B
07.0916	Dietary Aide	B
07.0917	Paramedic	B
07.0918	Diagnostic Medical Sonography	A
7.0919	Renal Dialysis/Nephrology	B
07.9902	Health Occupations Cooperative	A

Office of Education Code No.	Vocational Program Titles	Funding Priority
09.0100	Occupational Homemaking	1
09.0200	Home Economist Assisting	C
09.0201	Child Care	B
09.0202	Clothing Management, Production and Services	D
09.0203	Food Management, Production and Services	B
09.0204	Home Furnishing, Equipment and Services	D
09.0205	Institution and Home Management Services	C
09.9902	Home Economics Cooperative (H. E. R. O.)	A
14.0102	Bookkeeping and Accounting Aide	B
14.0103	Cashiers	C
14.0104	Machine Operation	B
14.0105	Bank Tellers	C
14.0200	Business Data Processing Systems	A
14.0201	Computer and Console Operations	A
14.0202	Keypunch, Coding and Peripheral Equipment Operations	B
14.0203	Computer Programming	B
14.0204	Systems Analysis	A
14.0301	Duplicating Machine Operations	C
14.0302	File Clerking	C
14.0303	General Office Clerking	B
14.0401	Communication Systems Clerking	C
14.0402	Correspondence Clerking	C
14.0403	Mail and Postal Clerking	C
14.0404	Mail-Preparing and Mail-Handling Operations	C
14.0405	Messengers and Office Services	D
14.0406	Receptionist and Information Clerking	C
14.0501	Planning and Production Clerking	C
14.0502	Quality Control Clerking	C
14.0503	Shipping and Receiving Clerking	C
14.0504	Stock and Inventory Clerking	C
14.0505	Traffic, Rate and Transportation Clerking	C
14.0601	Educational and Training Assisting	C
14.0602	Interviewers and Test Technology	C
14.0603	Personnel Assisting	C
14.0604	Legal Assisting	B
14.0605	Journalism	B
14.0701	Executive Secretary Science	A
14.0702	Secretarial	B
14.0703	Stenography	B
14.0801	Administrative Assisting	C
14.0802	Budget Management Analysis	C
14.0803	Clerical Office Supervision	C
14.0804	Data-Method and System-Procedure Analysis	C
14.0805	Office Managers and Chief Clerking	B
14.0901	Clerk-Typist	B
14.0902	Typists	B
14.9902	Office Occupations Cooperative (O. O.)	A
16.0101	Aeronautical Technology	A
16.0103	Architectural Technology	B
16.0104	Automotive Technology	B
16.0105	Chemical Technology	A
16.0106	Civil Technology	B

Office of Education Code No.	Vocational Program Titles	Funding Priority
16.0107	Electrical Technology	B
16.0108	Electronic Technology	A
16.0109	Electromechnical Technology	A
16.0110	Environmental Control Technology	B
16.0111	Industrial Technology	B
16.0112	Instrumental Technology	B
16.0113	Mechanical Technology	A
16.0114	Metallurgical Technology	B
16.0115	Nuclear Technology	A
16.0116	Petroleum Technology	B
16.0117	Scientific Data Processing	B
16.0118	Biomedical Technology	B
16.0400	Office Related Technology	C
16.0600	Coal Mining Technology	A
16.0601	Commercial Pilot Training	C
16.0602	Fire and Fire Safety Technology	B
16.0603	Forestry Technology	B
16.0604	Oceanographic Technology	D
16.0605	Police Science Technology	A
16.0699	Fluid Power Technician	B
16.9900	Occupational Health and Safety Technician	C
16.9901	Air Pollution Technology	A
16.9902	Water and Waste Water Technology	B
16.9903	Quality Control Technology	B
16.9904	Numerical Control Technology	A
16.9905	Optics Technology	B
16.9906	Plastics Technology	B
16.9907	Radio and Television Engineering Assisting	B
16.9908	Technical Report Writing	B
17.0100	Air Conditioning	B
17.0102	Heating	B
17.0103	Ventilating (Filtering and Humidifying)	B
17.0200	Appliance Repair	B
17.0201	Electrical Appliances Repair	B
17.0202	Gas Appliances Repair	B
17.0300	Automotive Services	B
17.0301	Body and Fender Repair	B
17.0302	Auto Mechanics	B
17.0401	Aircraft Maintenance	B
17.0402	Aircraft Operations	B
17.0403	Ground Operations	B
17.0600	Business Machine Maintenance	B
17.0700	Commercial Art	C
17.0701	Interior Decorating	C
17.0702	Window Display	B
17.0703	Product Designer	C
17.0801	Sailor and Deckhand	D
17.0802	Ship and Boat Operation and Maintenance	D
17.0900	Commercial Photography	C
17.1000	Construction and Building Trades	B
17.1001	Carpentry	C
17.1002	Construction Electricity	B
17.1003	Heavy Equipment Operation and Maintenance	B
17.1004	Masonry	C

Office of Education Code No.	Vocational Program Titles	Funding Priority
17.1005	Painting and Decorating	C
17.1007	Plumbing and Pipefitting	B
17.1008	Dry Wall Installation	B
17.1099	Industrial Maintenance	B
17.1100	Custodial Services	C
17.1200	Diesel Mechanic	A
17.1300	Drafting	B
17.1400	Electrical Occupations	B
17.1401	Industrial Electrician	B
17.1402	Line Worker	C
17.1403	Motor Repair	B
17.1500	Electronic Occupations	B
17.1501	Communications Electronics	B
17.1502	Industrial Electronics	B
17.1503	Radio and Television Repair	B
17.1504	Broadcasting	C
17.1601	Dry Cleaning	C
17.1602	Laundering	C
17.1700	Trade and Industrial Supervision and Management	C
17.1900	Graphic Arts	B
17.1901	Composition, Make-up and Typesetting	D
17.1902	Printing Press Operation	D
17.1903	Lithography, Photography and Platemaking	B
17.1904	Photoengraving	B
17.1905	Silk Screen Making and Printing	D
17.1906	Bookbinding	D
17.2000	Industrial Atomic Energy	B
17.2001	Installation, Operation and Maintenance Reactors	B
17.2002	Radiography	B
17.2003	Industrial Use of Radioisotopes	B
17.2101	Instruments Repair (other than watch)	A
17.2102	Watchmaking and Repair	C
17.2200	Maritime Maintenance and Services	D
17.2301	Foundry	B
17.2302	Machine Shop	B
17.2303	Machine Tool Operations (semi-skill)	B
17.2304	Combined Metal Trades	B
17.2305	Sheet Metal	B
17.2306	Welding	B
17.2307	Tool and Die Making	A
17.2308	Die Sinking	A
17.2309	Metal Patternmaking	D
17.2400	Metallurgy	B
17.2601	Barbering	C
17.2602	Cosmetology	B
17.2700	Plastics Manufacturing	B
17.2800	Public Service - Emergency Preparedness	C
17.2801	Fire Prevention and Control	B
17.2802	Law Enforcement	B
17.2805	Social Service Occupations	C
17.2806	Environmental Control	B
17.2808	Public Service Occupations	C
17.3000	Refrigeration	B
17.3100	Small Engine Repair	B

Office of Education Code No.	Vocational Program Titles	Funding Priority
17.3200	Stationary Energy Sources	B
17.3400	Leather Manufacturing and Repair	D
17.3500	Upholstering	C
17.3601	Millwork and Cabinet Making	C
17.3700	Coal Mining Occupations	A
17.9905	Hospitality	B
17.9902	Industrial Cooperative (D. O., I. C. E.)	A
18.9900	Educable Mentally Handicapped In-School	B
18.9901	Cooperative Work Training (C. W. T.)	A
18.9902	Interrelated Cooperative Education	A
18.9903	Experienced-Based Education	3
18.9905	Trainable Mentally Handicapped In-School	B
18.9906	Special Education Cooperative Education	A
18.9907	Community Workshop Experiences	B
18.9909	Special Education In-School Vocational Education Program	B
99.9901	Elementary Occupational Information	4

APPENDIX C

LINE-STAFF ORGANIZATION FOR COMMUNITY COLLEGES

Source: Blocker, Clyde E., Robert H. Plummer and Richard C. Richardson. The Two-Year College: A Social Synthesis. Englewood Cliffs, New Jersey: Prentice-Hall, 1965, p. 178.

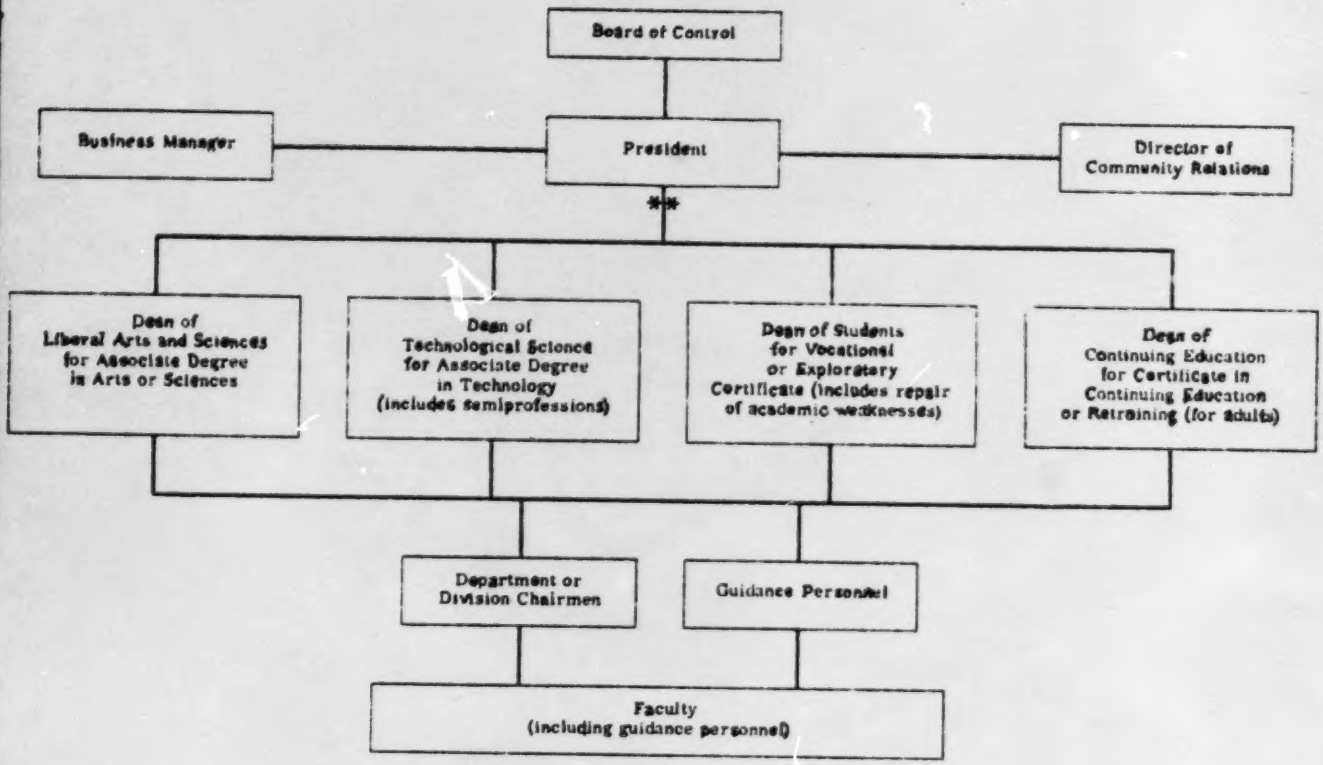
Board of Control
Business Manager
President
Director of Community Relations
**
Dean of Liberal Arts and Sciences for Associate Degree in Arts or Sciences
Dean of Technological Science for Associate Degree in Technology (includes semiprofessions)
Dean of Students for Vocational or Exploratory Certificate (includes repair of academic weaknesses)
Dean of Continuing Education for Certificate in Continuing Education or Retraining (for adults)
Department or Division Chairmen
Guidance Personnel
Faculty (including guidance personnel)

FIG. 7-4 Recommended Line-staff Organization for Community and Junior Colleges

**Often the Academic Dean or Dean of Instruction or Vice President for Instruction or Academic Affairs appears on the staff at this point, with all of the instructional deans reporting to him/her as the chief academic administrator.

APPENDIX D

ILLINOIS EASTERN COMMUNITY COLLEGES: WABASH VALLEY COLLEGE JOB DESCRIPTION FOR THE VOCATIONAL EDUCATION DIRECTOR

Source: Job Descriptions for the Illinois Eastern Community Colleges, District No. 529, Volume II, 1980 as Approved by the Board of Trustees.

Associate Dean of Technical Studies

General Duties

The Associate Dean of Technical Studies is in a line relationship to the Dean of Instruction and shall:

1. Assist in the following:
   a. Interviewing and recommending the employment and retention of instructors.
   b. Establishing procedures for faculty evaluation.
   c. Coordinating in-service faculty education and orientation of instructors new to the staff.
   d. Reviewing budget requests of instructional programs in his area of responsibility.
   e. Recruitment, retention, and proper counseling of vocationally oriented students.
2. Recommend as follows:
   a. Assignments of teachers, classroom space, and office space in cooperation with the other Associate Deans.
   b. The approval of leaves for the instructional staff in the Technical Division.
   c. The approval changes in curricula, courses, and course descriptions and provide leadership in the improvement of the quality of instruction where needed.
3. Procure a list of qualified and competent substitute and part-time faculty in the area of technical studies and recommend personnel as needed.
4. Assign part-time personnel to members of the full-time faculty for the purpose of communications of such matters as proper procedures, form, deadlines, etc.
5. Be responsible for:
   a. Daily and quarterly progress including the overall growth of the Technical programs, keeping accurate data for comparative and informational purposes.
   b. VE-10 liaison between the local faculty and campus administration and the district office.
   c. The constant up-dating of appropriate course briefs.
6. Furnish leadership in the continuing evaluation and improvement of the various Technical curricula.
7. Teach, not to exceed 24 hours, over a 12 month period, as directed by the Dean of Instruction.
8. Assume other responsibilities as may be assigned by the Dean of Instruction.

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